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ABSTRACT

This project was conducted in order to determine the practicality of using specialized videodisc instruction to help preservice elementary school teachers learn the Language Experience Approach (LEA) to teaching reading more effectively. Texas Tech University students enrolled in an interactive video course planned and produced the interactive videodisc program, then tested the module with the Foundations of Reading course in which LEA is taught. Of the 36 class members, 18 were randomly assigned to the control group and 18 to the treatment group. All were given the Nelson Denny vocabulary and comprehension tests to determine whether any differences in reading ability existed between the two groups that might influence study results. Pre- and posttests were administered to both groups to investigate whether traditional LEA training or the interactive video program had a greater affect on subject mastery. Based on the results, the research hypothesis that there would be no difference between the treatment group and the control group in knowledge of the LEA approach was accepted. The statistical test results (Pearson correlation matrix and analysis of variance) are attached to the brief narrative report. Two appendixes, which make up the major part of the document, provide copies of the script for the interactive video module and the pre/posttests used in the study. (CGD)

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RESEARCH REPORT

A PROJECT TO MEASURE THE TREATMENT EFFECTS OF THE USE OF INTERACTIVE VIDEO ON THE TEACHING OF THE LANGUAGE EXPERIENCE APPROACH TO READING INSTRUCTION

by

Paula Lawrence, Ed.D and Robert V. Price, Ph.D.

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I. Background

The Language Experience Approach (LEA) to the teaching of reading is a widely practiced approach for teaching beginning reading in elementary school settings. The LEA approach is included in Foundations of Reading, a three hour reading course at Texas Tech University, which is required of all preservice teachers.

It was hoped that an individualized interactive video module would help students to learn the LEA approach effectively, while providing them with additional flexibility in scheduling as well as providing an opportunity for convenient remediation if needed.

Interactive Video is a technology which uses a computer to control a videotape or videodisc player. The videodisc format was chosen for this project due to it's superior technical quality and ability to randomly access any portion of the disc quickly. A videodisc may contain up to 54,000 frames of visual information in still or motion format. A computer assisted instruction program controls the player to deliver instruction. The technology is relatively new and still in the experimental stage. Little research has been done on the effectiveness of the medium to deliver instruction.

II. Statement of the Problem

Due to the combination of financial constraints coupled with expanding demands for teacher competence, the teaching of course content through non-traditional methods should be explored. Enrollment in the Foundations of Reading course had grown large and individualization of instruction was difficult to manage via traditional techniques. This project tested the feasibility of modularizing at least part of this course through the medium of interactive video by producing and testing a module on the LEA approach. It was hoped that the interactive video treatment would enhance the students' understanding of the LEA approach as well as or better than traditional techniques.

III. Purpose of the Study

This project was a limited scope pilot project conducted for the purpose of determining the practicality of using interactive video in teaching selected content from the Foundations of Reading course. The specific hypothesis tested was: There will be no difference between the treatment group and the control group on knowledge of the LEA approach to the teaching of reading.

IV. Methods

Students enrolled in an interactive video course planned and produced the interactive videodisc program, in consultation with the professor of the reading course, during the spring semester, 1987. The interactive video module consisted of 1. a videodisc composed of videotaped segments and still visuals demonstrating the subject matter content, and 2. a computer program which supplemented the video information and controlled the operation of the lesson. The lesson plan, script, and lesson flowchart of the program are contained in Appendix A.

This module was tested with the Reading Foundations class in the summer, 1987. Next, class members were randomly assigned to the two groups. Each group consisted of 18 students. All students were first given the Nelson-Denny tests of vocabulary and comprehension to determine if differences in reading ability existed that could influence the results of the study. The control group received instruction on the LEA approach via the traditional classroom approach which consisted of the showing of a videotape with live teacher explanation and an opportunity for questions and answers. The experimental group used the interactive video program instead of attending class. A teacher prepared test consisting of fifty probe-recall questions was administered to both groups as both a pre and post-test (Appendix B).

V. Results of the Study

The Nelson Denny test indicated that no significant differences in reading ability existed between the two groups which could have influenced the outcomes. The control group average score was 73 while the experimental group's average score was 76. (Table 1)

The scores on the pre and post tests indicated that both groups gained significantly (at the .05 level) in mastery of the performance indicators, or test items, through both methods of instruction. The control group, identified as 'Lawrence' on table 1, had a mean score of 65 and 81 on the pre and post test respectively, while the experimental group, identified as 'Price' on table 1 had scores of 66 and 78 on the pre and post tests.

The research was a preliminary investigation. Inferential statistical tests were used to analyze data (see Table 2) in order to identify trends for further research. No significant difference could be observed between the two groups. The research hypothesis was therefore accepted. It is important to note that any inferential interpretations based on the present research must take into consideration the limited sample size.

VI. Conclusions

From the data presented it can be seen that both the traditional classroom instruction method and the interactive video module were effective methods of teaching the LEA approach to reading, with students gaining significantly from the pre to post-test through both methods. Neither approach was significantly superior to the other in terms of the performance indicators.

Although no attitude data was formally gathered, students in the experimental group generally expressed satisfaction with the interactive video medium, and enjoyed the feeling of control which they felt. They also expressed favorable comments on their ability to review the material at will and to return if needed at their own convenience. The instruction involved in the two approaches was not timed. However, it was observed that students seemed to complete the interactive video lesson within about 20 to 40 minutes while the control group spent one 90 minute class period on the subject.

The experiment suggested that, in this instance, the interactive video approach was equally as effective as classroom instruction in teaching the subject of the LEA approach to reading while producing generally favorable student attitudes and saving student instructional time. Another advantage of the interactive video module is that

it's availability in an open access laboratory permits reteaching as well as initial instruction.

Given the limited sample size in the pilot study, additional research using larger samples could determine whether the trends revealed in this pilot study were statistically valid.

TABLE 1

P R I C E

Nelson-Denny	Pre-test	Post-test
78	82	88
55	50	64
75	68	78
88	70	86
76	62	78
87	84	88
48	52	78
74	54	66
93	70	58
96	68	82
88	60	80
85	64	82
54	66	84
87	62	90
65	70	82
40	66	62
95	80	84
76	66	78

L A W R E N C E

Nelson-Denny	Pre-test	Post-test
95	74	92
69	80	98
68	56	68
87	70	90
77	58	78
82	58	94
50	66	62
84	72	84
60	66	76
73	66	88
60	40	64
96	72	86
82	66	84
72	56	82
71	70	76
63	72	80
83	84	86
42	44	62
73	65	81

TABLE 2

PEARSON CORRELATION MATRIX

	TPRE	TPOST	CPRE	CPOST
TPRE	1.000			
TPOST	0.603	1.000		
CPRE	0.539	0.714	1.000	
CPOST	0.512	0.905	0.599	1.000

NUMBER OF OBSERVATIONS: 17

DEP VAR: SCORE N: 70 MULTIPLE R: .590 SQUARED MULTIPLE R: .348

ANALYSIS OF VARIANCE

SOURCE	SUM-OF-SQUARES	DF	MEAN-SQUARE	F-RATIO	P
GROUP	25.914	1	25.914	.251	.618
TEST	3579.250	1	3579.250	34.738	.000
GROUP* TEST	27.250	1	27.250	.264	.609
ERROR	6800.444	66	103.037		

ONE OR MORE CASES DELETED DUE TO MISSING DATA.

DEP VAR: TPOST N: 17 MULTIPLE R: .603 SQUARED MULTIPLE R: .363

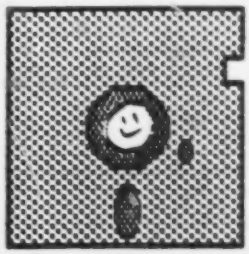
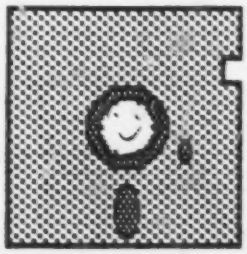
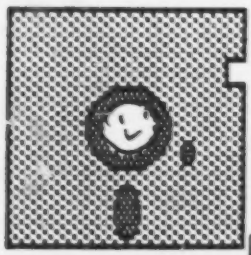
ANALYSIS OF VARIANCE

SOURCE	SUM-OF-SQUARES	DF	MEAN-SQUARE	F-RATIO	P
TPRE	397.399	1	397.399	8.556	.010
ERROR	696.718	15	46.448		

APPENDIX A

INTERACTIVE VIDEO MODULE

LANGUAGE EXPERIENCE APPROACH TO READING

BY

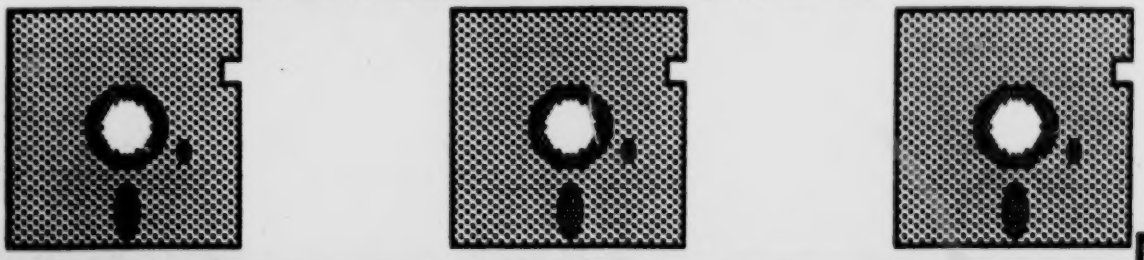
GWEN BRUNSON

DONNA GEE

BARBARA HYINK

ROY LEMASTER

DENISE PRUITT



EDIT 5324 003
Interactive videodisc technology
Dr. Robert Price
TITLE

THE LANGUAGE EXPERIENCE APPROACH
AS A BASIS OF READING INSTRUCTION
FOR THE NON READER OF ANY AGE

AUDIENCE:
Instructors of non readers of any age.

PROGRAM OVERVIEW:
This program demonstrates the use and rationale for the Language Experience Approach to teaching reading. It is interactive in that questions will be asked periodically throughoutt the program. When the user misses a question, the program will branch back to the portion of the videodisc dealing with that particular concept. Included is an optional posttest that may be accessed through the Menu.

EQUIPMENT REQUIRED:
Apple IIe or Compatible Computer with Allen VMI Interface in slot 2, Program Disk, Videodisc: LEA Videodisc, Color Receiver/Monitor.

PREREQUISITE SKILLS:
Students should possess basic computer literacy skills and know basic computer terminology. Students should be familiar with the idea of videodisc technology technology and computer assisted instruction.

INSTRUCTIONAL OBJECTIVES:

The student will:
1. identify the rationale for the Language Experience Approach.

2. identify the importance of using a direct or sensory experience for LEA.

3. demonstrate transfer of the use of LEA to content areas other than reading.

4. demonstrate knowledge of a structured LEA sequence for a non-reader.

5. demonstrate knowledge of the rationale for each step of a structured LEA sequence for a non-reader.

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6. justify the rationale for recording the student's exact dictation.

7. justify the rationale for not attempting dialectical re-spelling in an LEA sequence.

8. identify the use of LEA for students at different developmental stages.

9. identify the use of a Key Chart.

10. identify the use of a picture collage.

USER INSTRUCTIONS:
1. Insert the disk labeled LEA - Interactive Video Demonstration into the Franklin computer disk drive 1. Close the drive door. Place the LEA videodisc in the Pioneer videodisc player with "Side 1" facing up. Close the lid and press the power button on the videodisc player. Turn on the computer. The Hello file will immediately load and run the program. Work through all menu options of the program. The user may choose to view the videodisc and answer the questions given at the end of each segment and quit; or view the videodisc, answer questions within the program and the questions on the posttest; or just take the posttest and record your answers and score on paper.

SCRIPT FOR GROUP INTERACTIVE VIDEO PROJECT--LEA

Frame Numbers	Video	Alphanumerics	Audio One & Two
		One Moment Please	
28002- 28140	Title Screen		
42900- 43028	As Demonstrated By Dr. Paula Lawrence		
43417- 43585	Produced By (names)		
43215- 43417	Under the supervision...		
43585- 43780	Pre-recorded video courtesy of...		
		This program will demonstrate that reading can be taught to non readers through LEA, the Language Experience Approach. Press Return to Continue	
		MENU 1. VIDEO 2. POSTTEST 3. QUIT PLEASE TYPE THE NUMBER OF YOUR CHOICE AND PRESS RETURN.	

(SCRIPT FOR MENU OPTION 1-- VIEW VIDEO OPTION)

This program will introduce you to the Language Experience Approach to reading.

Press Return to continue

You will see and hear an explanation of each step in an LEA lesson.

Press Return to continue

Then you will see a short segment with a teacher demonstrating that part of the lesson.

Press Return to continue

After each demonstration, you will have an opportunity to answer some questions about the information covered in video segment.

Press Return to continue

28002-30379	Pictures of students & teacher (dubbed slides)	The Language Experience Approach is based upon the use of the individual student's experiences and language as a basis for reading instruction.
	Quote by Lee Allen	Lee and Allen described the Language Experience Approach by saying: "What a child thinks about he can talk about. What he can talk about can be expressed in painting, writing, or some other form. Anything he writes he can read. He can read what he writes

and what other people write."

Pictures of students & teacher

Dr. Russell Stauffer states that one may move from whole class to group to individual dictation of stories about shared experiences.

STEP 1: "PROVING THE STIMULUS"

Children examining a stimulus

Pupils's actual experiences, which are developmental in nature, provide a foundation for the LEA. Some may have been exposed to a particular stimulus, while others have not. Initially, the teacher may need to provide a wealth of concrete experiences. Even though students may have experienced the same stimulus, levels of awareness may still differ greatly, and the teacher can consider such individual differences when planning activities.

The important fact for classroom teachers to remember is that one should not assume that the student can dictate or write a story based upon prior experience.

Press Return to continue

Assuming that children have had prior experience when they have not can defeat the purpose of LEA, while repetition of such

an activity will not be harmful to the child.

Press Return to continue

30380-32926	Science Observing Lesson (dubbed slides)	The possibilities for language experience stimuli are limitless. Developmentally, they range from a direct experience, involving all five of the senses as seen here in a science observing lesson, to more abstract stimuli from children's literature or from flat pictures. Direct involvement is the basis for perception and concept formation. Conceptualization necessarily precedes analytical, critical, and creative thinking. When fewer senses are involved, the stimulus is more abstract. Since the intent of the LEA is to provide experiences that will serve as a springboard for successful oral discussion and later successful writing and reading, the experience must be quite concrete. After the concrete experiences, students may be able to relate a more abstract representation to a concrete stimulus.

By integrating language experience stimuli with the content areas, there will be no shortage of direct sensory stimuli.

This lesson involving observing a pendulum is an ideal sensory stimulus for a language-experience dictation. By using science and other content lessons as the LEA stimulus, a teacher can truly integrate the school day.

The following segment is an example of a literary stimulus, an open-ended book. First, children will experience a book that ends with a question. Then they will be invited to dictate an answer to that question.

Press Return to continue

135-1097I Teacher reading book to children. (motion)

Questions (when answer is incorrect, video segment showing correct answer is replayed.)

When beginning a lesson, the teacher should

A. assume the student has had appropriate experiences.

B. assume the student doesn't need experiences to dictate a story.
C. provide the student with concrete experiences.
D. use a lesson the students should have experienced.

Type the letter for you answer and press return.

If answer is incorrect:

The important fact for classroom teachers to remember is that one should not assume that the student can dictate a story based upon prior experience.

Press Return to continue

If answer is incorrect:

29848-
30379

One way a teacher can integrate the school day is to
A. have all the students in one group
B. use content lessons as the LEA stimulus
C. plan frequent field trip
D. use the students' home experiences as the LEA stimulus

Type the letter for you answer then press Return.

If answer is incorrect:

32244-
32929

32927-
34550

Step 2:
Discussing
and Synthesizing

Once students have experienced the stimulus, they need to discuss the experience. Oral language flows freely without restriction, during a direct sensory experience. Students can look, listen, touch, taste (maybe) and finally talk about the object or stimulus.

Students and teacher (several different pics) (dubbed slides)

One technique to promote verbalization involves asking the children to draw a picture about the experience. This technique helps students to synthesize their thoughts. Drawing a picture about the experience might be less threatening than immediately asking the child to dictate thoughts to the teacher.

Children with crayons, etc. (dubbed slides)

The teacher then asks the student to tell one or two things about the picture. For instance, the teacher might say, "Tell me one thing about your picture Tell me another thing about your picture." In this manner the teacher can encourage the formation of sentences rather than one-word responses.

Verbalization can help children move from concrete to more abstract mental functions.

Press Return to continue.

The way the teacher asks the questions directly influences the student's responses.

Press Return to continue

In addition, limiting the student to telling one or two things encourages retention and avoids placing an overload on short term memory.

Press Return to continue

Now back to the video for another demonstration.

10971-13699 Teacher asking students to draw picture. (motion)

Questions (when answer is incorrect, video segment showing correct answer is replayed.)

One technique to promote verbalization of the LEA is

A. presenting an abstract stimulus
B. increasing short term memory
C. leading a structured discussion

D. having students draw
a picture

If answer is
incorrect:

33485-
34066

The teacher limits the student
to telling how many things
about the picture?"
A. one or two
B. three or four
C. five or six
D. seven or eight

If answer is
incorrect:

In addition, limiting the
student to telling one or
two things encourages re-
tention and avoids placing
an overload on short term
memory.

35042-
35356

Step 3:

Recording
And Teacher
Reading of
Student's
Dictation

The teacher next asks
the student's per-
mission to write
what was just said.
The student dictates
a sentence or two to
the teacher.
The teacher writes
exactly what the
child has said and
reads the words ex-
actly as they are
written.

Again, the teacher
will need to remember
to limit the student's
responses to one or two
sentences to insure that
the student can recall
what has just been said.

Press Return to continue

The teacher demonstrates an appropritate handwriting style as the child's sentences are recorded, and may wish to stand behind the student and write over the student's shoulder to model left-to-right sequencing.

Press Return to continue

By this process the teacher can communicate to students:

1. That their language valued;
2. that what they say can be written; and
3. that what was written can be read.

Press Return to continue

When writing the child's words, the teach must spell words correctly rather than attempt dialectical spellings since words are rarely spelled dialectically in print.

But, the teacher should not correct the child's word usage.

Press Return to continue

35552-37100	Teacher & child working dictation (dubbed slides)	If the child says, "I don't want none," and the teacher writes, "I don't want any," the child's speach has been altered. This alteration makes the likelihood that the child will be sucessful in "reading" what was just said less probable. "Any"

			doesn't spell "none" and such a substitution will misrepresent phoneme-grapheme correspondences and confuse the child.
			From this stage of development, students can soon be led to discover the need for editing "published" material and to recognize the situational nature of language usage. Initially, the greatest emphasis should be placed upon learning to read. The advantages and disadvantages of editing may depend upon the developmental stage of the learner. Therefore, the question of editing need not be viewed as an "either/or" situation, but as a matter of "when and where."
		Editing skills should be practiced only after students have had successful reading experiences, or in the context of grammar and situational language usage. Press Return to continue	
37101-37777	Teacher working with student at table, etc. (dubbed slides)		The teacher may read the LEA story aloud a second time, while simultaneously sweeping a hand, left to right, under the sentence(s). (A hand sweep is better than

finger pointing because it emphasizes the left-to right movement without encouraging word-by-word reading.)

The teacher reinforces what the students have said by saying:
"Is that right?"
"Is that exactly what you said?"

Press Return to continue

Reading the composition back to the students serves to enhance the pupils' self esteem, and aids immediate recall by permitting them to hear their composition another time.

Press Return to continue

13699-15675 Teacher working with students drawing pictures (motion)

When writing what the student has said, the teacher should
A. spell words correctly
B. correct the student's word usage
C. spell words correctly and correct word usage
D. correct the child's word usage and spell words dialectically

---

If answer is incorrect:

When writing the child's words, the teacher must spell the words corectly rather than attempt dialectical spellings since words are rarely spelled dialectically in print.

But, the teacher should not correct the child's word usage.

Questions (when answer is incorrect, video segment showing correct answer is replayed.)

Using a hand sweep instead of finger pointing when reading what the child has dictated encourages

A. self-esteem
B. word-by-word reading
C. left-to-right movement
D. correct word usage

If answer is incorrect:

37270-
37749

38248-
39190

Step 4: Student Reading"

Finally, the teacher asks a student to "read" what was written. By doing this the student indicates understanding of the process.

Student and teacher at table

Since several oral repetitions will have occured, the child can hardly fail. When their ideas are dictated to the teacher, students discover that what they have experienced

		and talked about can be expressed in written form. They also realize that that reading reflects "oral language" and thereby internalize a definition of reading
"STEP 5: Providing for Reinforcement"		
	After story dictation students may underline their known words. This provides positive reinforcement and permits students to analyze their progress. Press Return to continue	
	The individual LEA stories can be numbered and retained in LEA notebooks. Press Return to continue	
39190-42860	Student word list, word cards, word box, etc. (dubbed slides)	The day following the the story dictation, students can again underline their known words. These words may be placed in a vertical list which retains the story context and can be presented in a timed or flashed presentation.
		Story words can be reprinted on cards, with the story number on the back, so students can match the number to the original story in their notebooks and independently return unknown words to the original story context and gain independence in word recognition.

Later the word list procedure can be repeated by reading the list from bottom to top or by otherwise scrambling the list so words are recognized in isolation or outside the original story context.

Once the words are recognized in isolation, they may be placed in an alphabetized word box or word bank becoming the basic sight vocabulary to be used as example words when the student is making generalizations about unknown words, so words that are not recognized instantly will not be placed in the word box.

Once "house" has become a known sight word, it can serve as the example for words beginning with /h/ or words containing the /ou/ element. The known words can be placed on a key chart to serve as examples in phonics instruction.

Extensive use of word bank activities and student's practice in finding their words in the writing of others will reinforce transfer from reading what they have written to reading what others have written. What begins as enjoyable sharing

of experiences can evolve into reading maturity. This transfer is not automatic, and neither is success.

The student's transfer from reading what they have written to reading what others have written is dependent upon the ordering and structuring of the LEA activities to provide constant reforcement and to enhance success in transfer of learning.

LEA is a developmental approach in that it may be many things to students and teachers at different times.

Now watch the teacher with a child.

At this point, the teacher has taken the dictation, used the left to right hand sweep to show the direction of reading in English, read the dictation back and asked the child to verify whether or not the teacher has recorded it correctly.

Press Return to continue

This establishes that the student is the author of the story. The student is then invited to read the story back.

Press Return to continue

20741-28000	Student and individual child working with word lists (motion)

The students' initial success with LEA are dependent upon such things as:

1. having a direct experience,
2. having the teacher write exactly what was said,
3. limiting the story to be recorded in the LEA notebook to enhance short term memory, and
4. having the teacher reread the story to serve as the example and to insure success.

That is the end of the video lesson. The program will return you to the menu where you can choose to replay the video, take the posttest, or end this session.

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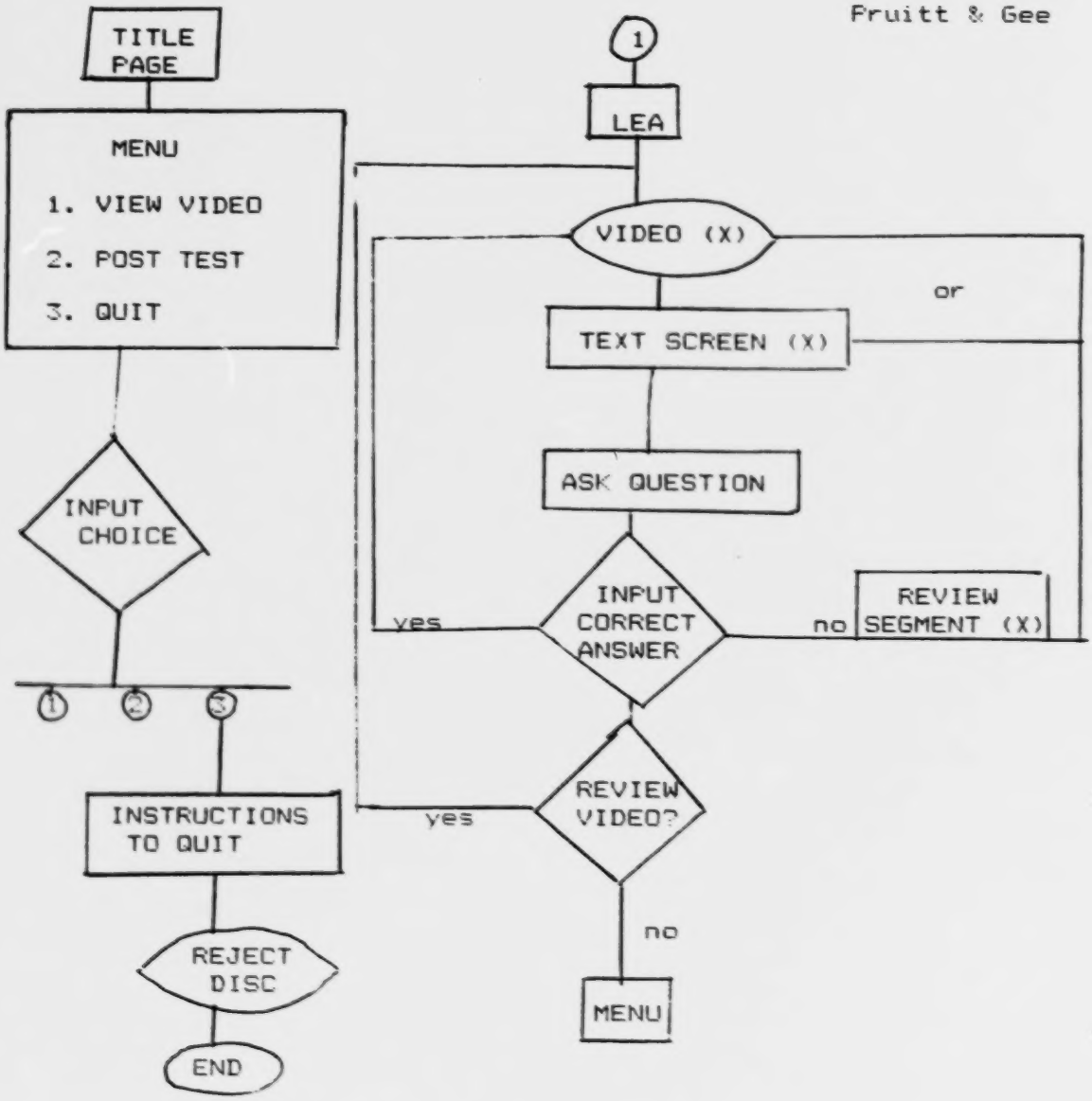
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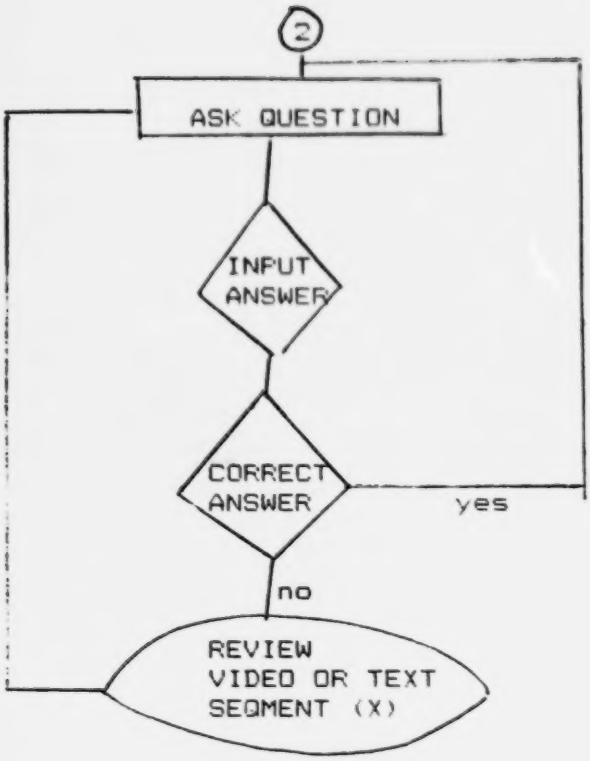
MENU
1. VIEW VIDEO
2. POST TEST
3. QUIT
INPUT CHOICE
1
2
3
INSTRUCTIONS TO QUIT
REJECT DISC
END
1
LEA
VIDEO (X)
or
TEXT SCREEN (X)
ASK QUESTION
INPUT CORRECT ANSWER
yes
no
REVIEW SEGMENT (X)
REVIEW VIDEO?
yes
no
MENU


2
ASK QUESTION
INPUT ANSWER
CORRECT ANSWER
yes
no
REVIEW VIDEO OR TEXT SEGMENT (X)

APPENDIX B

PRE/POST TEST: LANGUAGE EXPERIENCE APPROACH TO READING

LANGUAGE EXPERIENCE APPROACH - LEA PRE-TEST

June 10, 1987

Circle the best answer for the following questions.

1. Concepts are best developed through:

   A. reading
   B. films
   C. pictures
   D. direct experiences

2. Structured Language-experience might most usefully apply in the following situations:

   A. with a remedial high school student
   B. with a second grader who is reading well in a second grade text
   C. with a non-reader
   D. A and C

3. A logical order for a structured LEA sequence is:

   A. Stimulus, Dictation, Oral Discussion, Picture, Scrambled List, Sequential List
   B. Stimulus, Oral Discussion, Picture, Dictation, Sequential List, Scrambled List
   C. Stimulus, Dictation, Scrambled List, Oral Discussion, Sequential List
   D. Stimulus, Sequential List, Oral Discussion, Picture, Scrambled List

4. Why might you use the language experience approach?

   A. as a springboard for skills instruction
   B. to build sight vocabulary
   C. to insure success
   D. all of the above

5. Key charts help a child:

   A. put words back into a story context
   B. dictate stories to the teacher
   C. gain independence in word recognition
   D. A and B

6. The purpose of the sequential list in LEA is to:

   A. require the child to recognize words out of the story context
   B. help the child with alphabetic order
   C. retain the story context in a vertical list
   D. A and C

7. Word banks are important to children because they:

A. provide a key word for word attack skills
B. provide a useful story context
C. provide a foundation of known sight words
D. A and B
E. B and C

8. The individual LEA notebook is important because it:

A. helps the child gain independence in the use of context
B. helps the child file words in alphabetical order
C. provides a useful stimulus for LEA dictation
D. helps keep all of the children together for instructional purposes
E. All of the above

9. The Word bank helps the teacher:

A. evaluate the child's sight vocabulary
B. individualize the use of instructional games
C. provide words for story dictation
D. B and C
E. A and B

10. The purpose of the scrambled list in LEA is to:

A. insure that the words are sight words
B. facilitate the transfer to story dictation
C. Permit context to work in attacking new words and in the writing of others
D. A AND B
E. B and C

11. Proponents of delaying editing until children have had some initial successes in reading believe that editing prior to reading success might:

A. affect the child's self confidence
B. make the child less willing to express himself
C. misrepresent phoneme - grapheme correspondences
D. all of the above
E. none of the above

12. The developmental nature of LEA refers to:

A. the use of LEA with other approaches
B. the differentiated use of structure for non-readers and on level students
C. the use of LEA only at the concrete operational stage
D. A and C
E. A and B

13. The purpose of drawing a picture in LEA is to:

A. help the child synthesize his thoughts prior to dictation
B. integrate reading and art
C. integrate reading and science
D. B and C
E. none of the above

14. The major purpose(s) of Directed Seeing Thinking Activities (DSTA) involves helping the child to:

A. base predictions upon evidence
B. draw a picture to conceptualize on idea
C. become more involved in a thinking process
D. A and B
E. A and C

15. The reason(s) for writing exactly what the child says in a Language-Experience (LEA) dictation is to:

A. reinforce sound/symbol correspondences
B. value the child's language
C. put an early emphasis upon grammar
D. A and B
E. B and C

16. The purpose(s) for the hand sweep in the Language-Experience (LEA) sequence is to:

A. emphasize the left-right reading sequence in English
B. encourage the child to point to each word
C. emphasize speech/print correspondences
D. A and C
E. B and C

17. The teacher reads the child's LEA dictation several times in order for the teacher to:

A. practice reading orally
B. permit the child to hear several repetitions
C. hear proper intonation
D. all of the above

18. The Language-Experience Approach (LEA) is often successful because it:

A. Does not assume experiences
B. is based on the child's own experiences
C. is based on the child's own language
D. all of the above

19. The Language_Experience may not be successful if:

A. dictation is based upon each child's <u>prior</u> experiences
B. the teacher doesn't follow a proper sequence
C. reinforcement is inadequate
D. all of the above

20. Word box words may be used to:

A. accumulate sight words
B. initiate phonics instruction
C. put known words into new contexts
D. all of the above

21. A basic premise of the language experience approach is:
A. children want to read and often say so
B. most children learn to read
C. children will decode more easily if the words are familiar and personal
D. none of the above

22. The language experience approach capitalizes on:
A. children's natural motivation to talk, share their experiences, and read
B. commercial materials prepared for reading instruction
C. basal readers on the child's reading ability level
D. the teacher's ideas and experiences as lesson guides

23. Which of the following statements describes the language-experience approach?

A. an excellent beginning reading program
B. integrates reading, writing, speaking, and listening
C. develops both word recognition and comprehension skills
D. all of the above

24. Word banks aid in develping:

A. classification skills
B. muscle coordination
C. eye-hand coordination
D. none of the above

25. The language experience approach can be used effectively with:
A. linguistically different learners
B. the slow and the gifted
C. A and B
D. none of the above

In the following examples, insert a word that you think would make sense in the story context and one which would begin with the supplied letter. (Item 26-50)

Once students have "experienced" a stimulus, they need to discuss it. Oral language flows freely and without restriction during a 26) d_____ sensory experience. Students can look, listen, touch, taste (maybe) and finally talk about the object or 27) s_____. Verbalization helps children to move from concrete to more

28) a_____ mental functions.

Once technique for promoting verbalization is to ask the child to draw a 29) p_____ about the experience. This might be less threatening, than immediately asking the child to dictate thoughts to the teacher. Furthermore, the picture will help the student 30) s_____ thoughts related to the experience. The teacher then asks the student to tell one or two things about the picture. The way the teacher asks the questions directly influences the student's responses. For instance, the teacher might say, "Tell me one thing about your picture. Tell me another thing about your picture". In this manner, the teacher can encourage the formation of 31) s_____ rather than one-word student responses. In addition, limiting the student to telling one or two things encourages retention and avoids placing an overload on short-term 32) m_____. The major goal is to enable the student to 33) r_____ ("read") what was <u>just</u> said. Limiting the length of dictation facilitates a successful experience.

The teacher next asks the student's permission to write (record) what was just said. The student 34) d_____ a sentence or two to the teacher. Again, the teacher should remember to 35) l_____ the student's response to one or two sentences to insure that the student can <u>recall</u> what has just been said. The teacher models an appropriate handwriting style as the child's sentence(s) are recorded. The teacher may wish to stand behind the student and write over the student's shoulder to model left-to-right sequencing. The teacher should read the words as they are being 36) w_____. The teachers writes what the child has said 37) e_____ as the child produced it. The teacher must communicate to students that their language is valued and that what they said can be written, and that what was written can be read.

The teacher should reread the LEA story. When rereading the written language experience story, the teacher should sweep a 38) h_____, left to right, under the sentence(s) while simultaneously rereading the composition. The teacher then says: "Is that right?" "Is that exactly what you said?" The teacher thereby reinforces what the students have said. Reading the composition back to the students serves to enhance the pupils' self esteem, as well as aiding immediate recall by permitting them to hear their composition another time. A hand sweep is better than finger pointing, because it emphasizes the left-to-right movement without encouraging word-by word reading.

Finally, the teacher asks the student to "read" what was written. Since several oral 39) r_____ will have occurred, the child can hardly fail! When the student's ideas are dictated to the teacher, the students discover that what they experienced and talked about orally can be expressed in 40) w_____ form. They also realize that reading is just "talk written down" and thereby internalize a definition of reading. The student demonstrates understanding by reading what has been written.

Providing for Reinforcement:

After story dictation students should underline their 41) k_____ words. This "accentuates the positive" as well as permitting students to analyze their own progress. The individual LEA stories should be 42) n_____ and retained in an LEA notebook. The numbering is important because later, when story words are reprinted on cards which have the story number on the back, students can match the number on the back of the card with the original story number. In this way, students can independently return unknown unknown words to the original story 43) c_____ and can gain independence in word recognition.

A second day, after story dictation, students should 44) u_____ their known words again. The words can then be placed in a 45) v_____ list which retains the story context. The work can be presented by the teacher, a parent volunteer, an aide, or a peer tutor, in a timed presentation. Later the procedure can be repeated by reading the list from bottom to top or by otherwise 46) s_____ the list so words are recognized in 47) i_____ or outside the original story context. Once the words are recognized in this manner, they may be placed in an alphabetized word box or word bank. Words that are not recognized instantly should not be placed in the word boxes since these words will become the basic sight vocabulary to be used as 48) e_____ for "key" words for the student to use in making generalizations about other unknown words. Once story words are recognized in isolation, they may be added to a 49) k_____ chart to serve as the example for a given phonic element. For example, a student may have dictated the sentence, "This is my house." Once house has become a known sight word, it can serve as the example for words beginning with /h/ or words containing the /ou/ element.

Extensive use of word bank activities and students' practice in finding "their" words in the writing of others will reinforce transfer from reading what they have written to reading what 50) o_____ have written. What begins as an enjoyable sharing of experiences can evolve into reading maturity. This transfer, however, is not automatic, nor is success automatic.